



Bamberg 2 School District

62 Holly Avenue
Denmark, SC 29042

Grades PK-12 District
Enrollment 907 Students
Superintendent Dr. Jake Sello 803-793-3346
Board Chair Larry Bias 803-793-5929

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	Below Average	Average
2005	Below Average	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

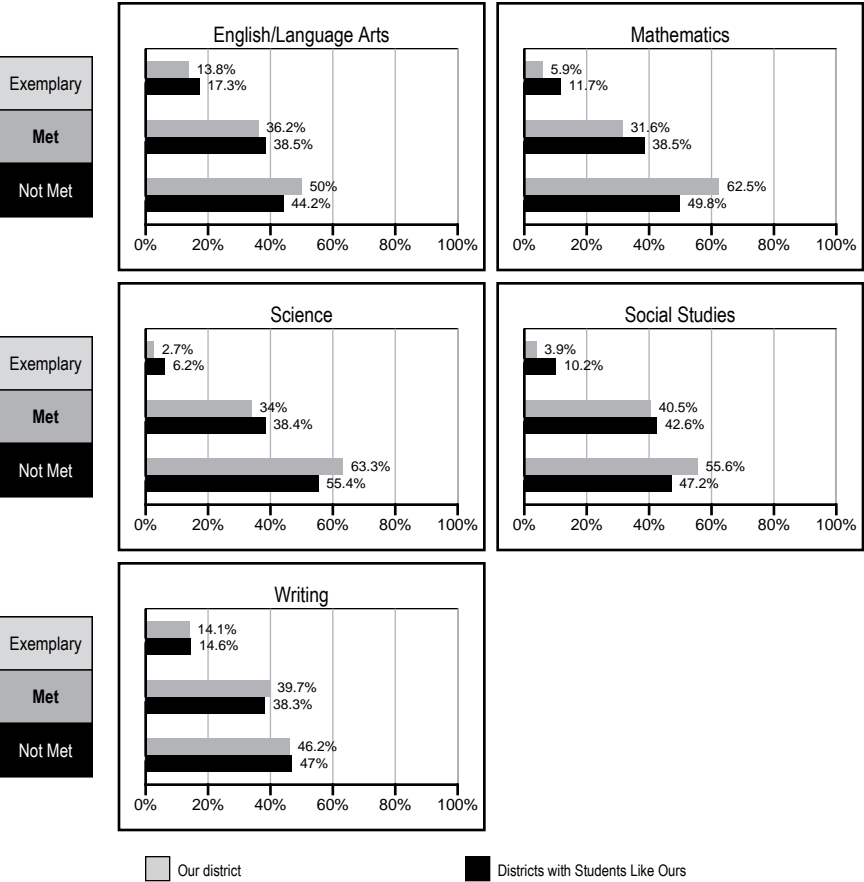
98.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	66.7%	64.6%	60.9%	64.3%	70.3%	60.8%
Passed one subtest	24.2%	21.5%	21.9%	19.3%	15.2%	20.4%
Passed no subtests	9.1%	13.8%	17.2%	16.5%	14.5%	18.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	55.4%	59.7%
English 1	36.9%	46.5%
Physical Science	15.8%	32.5%
US History and the Constitution	41.9%	18.1%
All Subjects	40.0%	39.9%

Abbreviations for Missing Data

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=907)				
First graders who attended full-day kindergarten	100.0%	Up from 97.0%	100.0%	99.7%
Retention rate	4.0%	Down from 7.1%	3.8%	3.1%
Attendance rate	96.2%	Down from 97.4%	95.2%	95.7%
Eligible for gifted and talented	5.1%	Down from 7.0%	5.4%	11.2%
With disabilities other than speech	7.0%	Down from 8.2%	11.6%	10.6%
Older than usual for grade	5.8%	Down from 5.9%	5.8%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 3.7%	0.4%	0.5%
Enrolled in AP/IB programs	0.0%	No Change	5.7%	10.5%
Successful on AP/IB exams	N/A	N/A	38.0%	51.2%
Eligible for LIFE Scholarship	25.5%	Up from 18.4%	28.9%	30.8%
Enrolled in adult education GED or diploma programs	8	Up from 7	19	40
Completions in adult education GED or diploma programs	4	No Change	11	30
Annual dropout rate	4.3%	Down from 8.3%	3.4%	3.4%
Teachers (n=67)				
Teachers with advanced degrees	55.2%	Up from 53.0%	53.8%	56.8%
Continuing contract teachers	61.2%	Down from 68.2%	61.2%	76.7%
Teachers with emergency or provisional certificates	30.8%	Up from 30.0%	11.9%	4.6%
Teachers returning from previous year	79.8%	Up from 77.7%	81.0%	88.4%
Teacher attendance rate	92.5%	Down from 93.0%	95.0%	95.0%
Average teacher salary*	\$44,171	Up 2.9%	\$44,158	\$46,992
Vacancies for more than nine weeks	7.5%	Up from 3.0%	2.1%	0.4%
Professional development days/teacher	12.2 days	Down from 13.5 days	13.1 days	13.1 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.3 to 1	19.0 to 1	20.5 to 1
Prime instructional time	87.7%	Down from 89.1%	88.9%	89.8%
Dollars spent per pupil**	\$11,363	Up 0.8%	\$11,349	\$9,279
Percent of expenditures for teacher salaries**	44.9%	Up from 44.2%	47.3%	52.7%
Percent of expenditures for instruction**	47.1%	Down from 47.8%	52.1%	56.7%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
Number of schools	3	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	56.0%	Up from 12.9%	5.3%	3.5%
Average age in years of school facilities	33 Years	Up from 32 Years	33 Years	28 Years
Number of schools with SACS accreditation	2.0	Up from 0.0	4.0	8.0
Parents attending conferences	88.6%	Up from 84.7%	91.5%	93.9%
Average administrator salary	\$71,732	Up 0.3%	\$74,796	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	52	96.2%	230	40.0%	71	67.6%	Yes
Gender							
Male	20	100.0%	118	34.7%	32	53.1%	N/A
Female	32	93.8%	112	45.5%	39	79.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	50	96.0%	221	40.7%	67	67.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	18	22.2%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	48	95.8%	204	39.2%	64	65.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	96.2%	89.6%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	71	174
Number of Diplomas	48	123
Rate	67.6%	71.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	437	413	451	401	447	437	1335	1250		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	14.3	13.7	16.2	16.0	15.8	15.3	15.8	16.6	15.7	15.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/Referendum
Average Number of Hours of Training Annually	32.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

School year 2008-09 has been a stellar year for Bamberg School District Two. As the school year commenced, we were honored to have the Honorable Vince Ford, Chairman of the Board of Commissioners of Richland School District One, to deliver our school opening address. What an inspiration he was!

The following recognitions and awards have highlighted the success of this school year and have placed Bamberg School District Two on a continuous path for success: the annual financial audit revealed a \$1 million increase, and the audit report received a grade of "Unqualified" (clean).

During its regular scheduled January 2009 meeting, the board of trustees received a breath of fresh air. The 2007-08 financial audit report presented by Steve Luoma, CPA of McGregor and Company accounting firm, revealed a significant increase in the district's fund balance. In 2006, the district's fund balance was -\$162,000. This type of financial growth for our school district speaks well in these financial crises our state and nation are experiencing. While the new fund balance amount is a great achievement, we must continue to work to increase it so that we can sustain ourselves over the years.

For the second year in a row, Bamberg School District Two received a stellar review by the State Department of Education's External Review Team (ERT). The external review process is based upon South Carolina law wherein a district's administration may request to have an external audit of the district in the following areas: Leadership and Governance, Curriculum and Instruction, Professional Development, and Performance. The ERT's responsibilities were to review all facets of the district's operations, focus on strengths and weaknesses, review the curriculum and instructional programs, make recommendations which drew upon strategies, and identify needed support from the Department of Education and other sources for targeted long-term assistance. Each indicator of the ERT instrument was fulfilled and each standard was met.

Bamberg School District Two Schools received Southern Association of Colleges and Schools (SACS) accreditation. Until April 2009, it had been almost 20 years since any of the Denmark-Olar Schools had been formally recognized and honored for having high academic standards by a regional accreditation agency. Denmark-Olar High School and Denmark-Olar Elementary School both passed the quality assurance test. Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools. Education providers in traditional schools and distance learning and tutoring centers have used accreditation to demonstrate educational quality. Accreditation engages the school community in meeting high quality standards, implementing a continuous improvement process, and engaging in quality assurance through internal and external review. According to the Web site www.advanc-ed.org, schools must meet the AdvancED standards to earn accreditation. They must have a clear vision and purpose; have effective and responsive leadership; have a rigorous curriculum taught through sound, researched-based methods; and collect, report, and use performance results. The standards are derived from educational research and best practices. The schools of Bamberg District Two are now positioned to make that needed difference in the lives of young people. We can truly say that we have "Changed Our Conversation - From a Vision to a Reality."

My gratitude is extended to our community, school board, school staff/administration, parents, teachers, and my most beautiful students for allowing me to serve as your superintendent and friend of education for the past three and a half years. For what we have accomplished together, I will never forget you.

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Newly Identified
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The district missed adequate yearly progress (AYP) for two years. Sanction: The district must develop or revise a district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Denmark-Olar Middle	R	Denmark-Olar Elementary	R

The Bamberg 2 School District consists of 3 public schools with 2 of these schools, or 66.7%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	392	97.5	49.0	36.8	14.2	62.7	82.8	Yes	Yes
Gender									
Male	210	97.1	52.8	34.5	12.7	59.4	79.3	N/A	N/A
Female	182	97.8	44.7	39.4	15.9	66.5	86.5	N/A	N/A
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	89.5	I/S	I/S
African American	373	97.9	48.9	36.3	14.9	62.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	56	96.4	81.5	11.1	7.4	31.5	52.0	No	Yes
Migrant Status									
Migrant	10	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsided meals	366	97.3	51.5	35.7	12.9	61.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	392	98.0	62.0	32.1	6.0	49.5	78.9	No	Yes
Gender									
Male	210	97.6	63.1	32.3	4.5	47.5	77.0	N/A	N/A
Female	182	98.4	60.6	31.8	7.6	51.8	80.9	N/A	N/A
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	87.2	I/S	I/S
African American	373	98.4	62.1	32.2	5.7	49.3	66.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	56	98.2	87.0	11.1	1.9	24.1	45.5	No	Yes
Migrant Status									
Migrant	10	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	10	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsided meals	366	97.8	64.4	30.6	5.0	47.8	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	266	98.1	62.5	34.7	2.8	37.5	67.5
Gender							
Male	144	97.9	61.5	35.6	3.0	38.5	67.0
Female	122	98.4	63.7	33.6	2.7	36.3	68.0
Racial/Ethnic Group							
White	5	I/S	I/S	I/S	I/S	I/S	79.5
African American	255	98.0	61.6	35.4	3.0	38.4	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	38	100.0	81.1	18.9	N/A	18.9	35.6
Migrant Status							
Migrant	6	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	5	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	248	98.0	64.1	33.8	2.2	35.9	55.1

Social Studies

All Students	265	97.4	54.0	41.9	4.0	46.0	72.3
Gender							
Male	140	97.1	54.5	41.7	3.8	45.5	71.5
Female	125	97.6	53.4	42.2	4.3	46.6	73.2
Racial/Ethnic Group							
White	5	I/S	I/S	I/S	I/S	I/S	80.7
African American	254	97.2	53.2	43.0	3.8	46.8	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	34	100.0	84.8	12.1	3.0	15.2	43.5
Migrant Status							
Migrant	5	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	6	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	247	97.2	55.4	40.7	3.9	44.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	389	97.2	45.5	38.9	15.6	54.5	70.2	96.7	96.1
Gender									
Male	209	97.1	49.5	39.3	11.2	50.5	63.2	96.5	96.0
Female	180	97.2	40.8	38.5	20.7	59.2	77.5	96.9	96.3
Racial/Ethnic Group									
White	8	I/S	I/S	I/S	I/S	I/S	79.1	90.1	95.9
African American	371	97.6	46.1	38.1	15.8	53.9	57.6	96.8	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	N/A	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.6	95.2	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.7	96.9	94.9
Disability Status									
Disabled	54	90.7	81.6	18.4	N/A	18.4	26.1	95.7	95.2
Migrant Status									
Migrant	9	I/S	I/S	I/S	I/S	I/S	54.7	95.7	96.5
Limited English Proficient									
Limited English	9	I/S	I/S	I/S	I/S	I/S	61.2	95.5	96.8
Socio-Economic Status									
Subsidized meals	363	97.0	47.4	39.4	13.2	52.6	58.9	96.6	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	66	100.0	32.3	45.2	22.6	67.7
	4	64	98.4	48.3	31.7	20.0	51.7
	5	64	98.4	49.2	37.7	13.1	50.8
	6	56	98.2	50.0	40.7	9.3	50.0
	7	77	93.5	54.4	35.3	10.3	45.6
	8	65	96.9	59.7	30.6	9.7	40.3
Mathematics							
2009	3	66	100.0	62.9	30.6	6.5	37.1
	4	64	98.4	61.7	36.7	1.7	38.3
	5	64	100.0	58.1	35.5	6.5	41.9
	6	56	98.2	61.1	31.5	7.4	38.9
	7	77	94.8	55.9	39.7	4.4	44.1
	8	65	96.9	72.6	17.7	9.7	27.4
Science							
2009	3	33	100.0	50.0	40.6	9.4	50.0
	4	64	98.4	51.7	45.0	3.3	48.3
	5	35	100.0	51.5	48.5	N/A	48.5
	6	27	100.0	76.9	23.1	N/A	23.1
	7	77	94.8	75.0	23.5	1.5	25.0
	8	30	100.0	69.0	27.6	3.4	31.0
Social Studies							
2009	3	33	100.0	26.7	56.7	16.7	73.3
	4	64	98.4	31.7	65.0	3.3	68.3
	5	30	100.0	70.0	23.3	6.7	30.0
	6	28	100.0	46.4	53.6	N/A	53.6
	7	77	92.2	79.1	19.4	1.5	20.9
	8	33	100.0	60.6	39.4	N/A	39.4
Writing							
2009	3	67	100.0	38.1	41.3	20.6	61.9
	4	64	98.4	50.0	38.3	11.7	50.0
	5	63	95.2	32.8	48.3	19.0	67.2
	6	55	100.0	50.0	40.7	9.3	50.0
	7	75	94.7	54.4	30.9	14.7	45.6
	8	65	95.4	46.8	35.5	17.7	53.2

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	66	95.5	27.0	49.2	17.5	6.3	41.3	61.8	No	Yes
Male	30	93.3	32.1	46.4	14.3	7.1	35.7	57.4	N/A	N/A
Female	36	97.2	22.9	51.4	20.0	5.7	45.7	66.1	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	74.3	I/S	I/S
African American	62	95.2	22.0	52.5	18.6	6.8	44.1	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	61	95.1	29.3	51.7	17.2	1.7	36.2	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	66	97.0	28.1	53.1	17.2	1.6	34.4	62.7	No	Yes
Male	30	93.3	32.1	46.4	21.4	N/A	28.6	61.8	N/A	N/A
Female	36	100.0	25.0	58.3	13.9	2.8	38.9	63.6	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	62	96.8	23.3	56.7	18.3	1.7	36.7	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	61	96.7	30.5	57.6	10.2	1.7	28.8	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	66	63.6	63.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	30	53.3	53.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	36	72.2	72.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	62	66.1	66.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	8	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	61	60.7	60.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	66	98.5	14.1	51.6	26.6	7.8	56.3	69.7
	2009	66	95.5	27.0	49.2	17.5	6.3	41.3	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	66	98.5	34.4	40.6	23.4	1.6	40.6	67.2
	2009	66	97.0	28.1	53.1	17.2	1.6	34.4	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	13.4%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.4%	0.0%	No
Student attendance rate, grades K-8	96.2%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.